

## **La linguistique comparée: le créole haïtien et le français** **FRE 4930 (8514) / FRE 6735 (8539)**

**Location: AND 0021 (4<sup>th</sup> period). IF YOU HAVE H1N1, STAY HOME, DON'T COME TO CLASS**

**Instructors:** Ben Hebblethwaite, Ph.D.  
**Office location:** Dauer Hall, 363  
**Office hours:** Monday 1:00 p.m. – 2:00 p.m. and Friday 1:00 p.m. – 3:00 p.m.  
**Contact information:** [hebble@ufl.edu](mailto:hebble@ufl.edu)  
352-392-2422  
352-392-1443  
**Class website:** <http://web.clas.ufl.edu/users/hebble/>

### **Description de la classe:**

Dans cette classe nous allons utiliser les notions et les théories linguistiques pour comparer le français et le créole haïtien. Le français est une langue romane tandis que le créole a des structures romanes mais aussi africaines. Le créole haïtien est une langue issue de la colonisation française (1797-1803) à Saint-Domingue, à la Martinique, et à la Guadeloupe (parmi d'autres colonies caraïbes). Nous allons examiner le français, les langues gallo-romanes, les créoles, et les langues africaines pour étudier le contact linguistique et culturel qui a donné naissance aux créoles.

Nous allons employer une variété de domaines de la science linguistique : la syntaxe, la morphologie, la phonologie, la sémantique, la sociolinguistique, l'histoire de langue, et le lexique et la lexicographie pour comparer ces deux langues. Nous allons présenter les notions fondamentales de la linguistique en utilisant le français et le créole pour illustrer comment et pourquoi ces deux langues sont composées des mêmes principes paramétriques de la grammaire universelle (Chomsky 1995).

Notre objectif c'est de développer les analyses linguistiques qui expliquent la structure du français et du créole. Nous allons examiner les valeurs paramétriques prises par ces langues; ainsi on va pouvoir apercevoir les principes de la grammaire universelle qui sous-tendent toutes les langues. Nous adoptons l'idée que le français et le créole sont tous les deux les manifestations paramétriques des principes grammaticaux universaux. Dans cette optique, le créole et le français sont simplement des expressions paramétriques ou 'filtrées' d'une grammaire universelle. À l'abstrait, la grammaire universelle tient toutes les possibilités grammaticales de l'espèce humaine en soi.

Nous allons lire les textes anciens et modernes en créole haïtien pour mieux comprendre l'évolution du créole. Le livre bilingue d'*Une saison en enfer* nous permet de comparer la structure des deux langues d'une façon immédiate et par un texte éblouissant. Le livre de Gadelii pourvoit des lectures qui examinent les notions linguistiques fondamentales et les débats actuels pour nous familiariser avec les chercheurs et leurs idées.

Cette classe va renforcer vos connaissances dans la linguistique et elle va vous donner une idée plus claire sur la formation, l'histoire, et la structure du français et du créole, parmi d'autres langues. La classe va vous donner une perspective sur l'histoire coloniale, linguistique et culturelle de la France dans une de ces colonies les plus complexes et les plus rebelles.

Dans cette classe, Ben présentera les idées centrales des lectures et il va illustrer les problèmes linguistiques. Nous allons écouter de la musique en français et en créole pour réfléchir sur les formes prises des deux langues. La classe va aussi regarder des films au cours du semestre. Lors de chaque réunion, les élèves vont régulièrement travailler en groupes de deux ou trois pour pratiquer le français, pour réviser le contenu des lectures, et pour rencontrer les camarades de cours. Il est essentiel que les élèves parlent ensemble dans cette classe pour pratiquer et puis pour s'instruire.

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### **Grade distribution.**

(1) 10 % = 2 Class presentations (*en français ou créole*)

Grade 1: \_\_\_\_\_ Grade 2: \_\_\_\_\_

10 minutes long. Graded for clarity; organization; preparation; effectiveness of your communication (are you connecting with us? are we convinced?); insight of your critique.

(2) 20 % = 7 page paper plus one page of references (essay topic and paper). This paper must be written in French. Due on December 9<sup>th</sup>. *See grading criteria below.* Please check your French spelling with Microsoft Word spell-check.

(3) 10 % = As many as 6 quizzes (most are pop-quizzes).

(4) 10% = Homework (HMWK). Write a short commentary and expansion on the reading for the day the paper is due. One well organized, well-written page (double-spaced, 3/4 page minimum, 1 page maximum). You are graded on your insight into the ideas found in the reading, your unique interpretation, your ability to discuss the book content in an objective, critical and scholarly voice. I will also grade you on your use of grammar, spelling and writing style. Be creative and scholarly! The essay must be in French.

(5) 20 % = Participation; attendance; punctuality, courtesy, attentiveness; respect for learning environment; etiquette; insights (please, no phones, newspapers and inappropriate work); use of French or Creole with your partner

(6) 30 % = 2 Exams (15% each)

### **General Education Learning Objectives and Student Learning Outcomes**

- Étudier la linguistique comparée.
- Pratiquer le français et le créole et étudier les notions linguistique à travers le

français et le créole... Communiquer régulièrement avec les élèves dans la classe.

- Développer la capacité de lire le créole; apprendre et utiliser la syntaxe, la morphologie, la phonologie, le lexique, la lexicographie, l'orthographe, l'histoire, la sociolinguistique, etc., pour étudier un sujet passionnant.
- Étudier l'histoire du créole dans l'époque coloniale française.
- Comprendre les notions de base de la théorie de la grammaire universelle (Chomsky 1995); voir comment le français et le créole démontrent les paramètres de la grammaire universelle.
- Examiner l'histoire du créole et du français en Haïti; étudier la société et la situation sociolinguistique en Haïti.
- Lire *Une saison en enfer / Yon sezon matchyavèl* en créole et français pour étudier les deux langues et pour les comparer d'une manière immédiate.
- Pratiquer l'écrit en français sous la forme de 4 devoirs et un essai.

### **Required readings (books you need to buy for this class):**

Rimbaud, Arthur. 2009. *Une saison en enfer / Yon sezon matchyavèl*. Gainesville: Classic Editions. [Available at University Copy & More, 1620 W. University Ave.]

Gadellii, Karl and Anne Zribi-Hertz. 2007. *Grammaires créoles et grammaire comparative*. Paris: Presses Universitaires de Vincennes. [On order]

Hazaël-Massieux, Marie-Christine. 2008. *Textes anciens en créole français de la Caraïbe: Histoire et analyse*. Paris: Publibook. [On order]

### **No late or makeup work policy**

No late or makeup work accepted **unless** a valid excuse is presented.

### **Attendance policy**

Students are expected to attend class **daily**. Students may take **3 unexcused absences**. Athletes must be excused by the athletics department. **Unexcused absences and tardiness** result in a lowering of the participation grade. Missing class can seriously affect a student's ability to perform in other categories of the syllabus (such as missed quizzes or the no late w.

If a student *is* absent, he or she is expected to contact the instructor within 24 hours with the reason for his or her absence. Medical treatment or a personal or a family crisis are grounds for an excused absence, *a note including a contact phone number is required*.

### **Examinations**

Class quizzes and exams are based upon readings, lectures and presentations. Students are expected to review their notes and readings prior to these evaluations.

### **Paper –**

Students are expected to write a research paper in French, **7 pages in length + bibliography**. The paper must use **.12 Times New Roman font and be double spaced with 1 inch columns on all sides**. The paper must be written in French. Students are expected to use Microsoft Word's French spell-checker before submitting work. All work must be original.

The 1 page proposal is due 4 weeks before the end of the semester. **Include at least 5 refereed sources (i.e. books or articles; UF online database books and articles are OK; but NOT the open access WWW)**. 3 of your 5 sources must also be the 3 required readings in this class. The required readings must serve as guidance and form a foundation for your paper topic.

Citations must be accompanied by appropriate bibliographical references. Your paper will be graded based on the basis of the originality of the ideas, on the clarity and concision of the writing and editing and the adherence to the requirements given above and below in the reference and bibliography guideline. You want to show that you have carefully read the books and found additional sources, which you have read and synthesized, and added your own unique interpretation of events, individuals, ideas and phenomena. Aim to write a scholarly paper in which you strive to produce an objective and accurate analysis of your topic. Avoid advancing personal ideological preferences and try to take an empirical approach where the facts are considered. Write an outline as you piece together your study. Organize and link the parts together using transitional sentences and words.

### **Reference and Bibliography Guidelines (an example).**

In the text:

- (a) Zéphir (1997: 223) advocates the instruction of Haitian Creole in the United States' secondary education system.
- (b) Misclassifying Creole-speakers as African Americans fails to properly account for linguistic and cultural differences (Zéphir 1997: 223).

In the bibliography:

Zéphir, Flore. 1997. Haitian Creole Language and Bilingual Education in the United States: Problem, Right or Resource? Article in *Journal of Multilingual and Multicultural Development*, Vol. 18, No. 3, pp. 223-37

a. Book:

Author. Year of publication. *Title of book*. City of publisher: Publisher.

b. Article in journal, magazine, etc.:

Author. Year of publication. Title of article. Article in *Name of source*, Volume/number of issue, page numbers.

See the bibliography for further examples.

## **Academic Honesty Guidelines**

Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Violations of the Academic Honesty Guidelines include but are not limited to:

*Cheating.* The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes copying graded homework assignments from another student; working with another individual(s) on graded assignments or homework; looking or attempting to look at notes, a text, or another student's paper during an exam.

*Plagiarism.* The attempt to represent the work of another as the product of one's own thought, whether the other's work is oral or written (including electronic), published or unpublished. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on written materials or in oral presentations; submitting work produced by an on-line translation service or the translation feature of an on-line dictionary as your own.

*Misrepresentation.* Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

*Bribery, Conspiracy, Fabrication.* For details see below.

### **The UF Honor Code states:**

*"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*

On all work submitted for credit the following pledge is either required or implied:

*"On my honor I have neither given nor received unauthorized aid in doing this assignment."*

Violations of this policy will result in disciplinary action according to the judicial process.

For more details go to: <http://www.dso.ufl.edu/judicial/academic.htm>

### **Students with disabilities**

Students with disabilities must register with the Dean of Students office. Contact the Assistant Dean of Students/Director of the Disability Resources Program at:

P202 Peabody Hall

Gainesville, FL 32611-5055

Phone (352) 392-1261 (V), 392-3008 (TDD)

For stress, emotional and psychological support, please contact the Counseling Center at:

301 Peabody Hall

Phone (352) 392-1575

Or: [www.counsel.ufl.edu](http://www.counsel.ufl.edu)

If you need this syllabus in an alternate format, please speak to Ben.

## Nouveau syllabus qui tient compte de l'indisponibilité provisoire (si Dye vle) du livre de Hazaël-Massieux 9/19

**1**

Monday, August 24

Wednesday, August 26

Rimbaud 6-11 [Available at University Copy & More,  
1620 W. University Ave.]

Friday, August 28

Rimbaud 12-19

**2**

Monday, August 31

Rimbaud 20-27

Wednesday, September 2

Rimbaud 28-33; \_\_\_\_\_

Friday, September 4

Rimbaud 34-41; \_\_\_\_\_ ;

**3**

Monday, September 7

**LABOR DAY ~ NO CLASS**

Wednesday, September 9

Gadelii 9-23; Rimbaud 42-45 \_\_\_\_\_ ;

**DEVOIR 1.**

Friday, September 11

Gadelii 27-36; Rimbaud 46-49 \_\_\_\_\_ ;

**4**

Monday, September 14

Gadelii 36-48; Rimbaud 50-53 \_\_\_\_\_ ;

Wednesday, September 16

Rimbaud 54-61; \_\_\_\_\_

Friday, September 18

Gadelii 99-115

**5**

Monday, September 21

Rimbaud 62-71; \_\_\_\_\_

Wednesday, September 23

**Gadelii 115-129 ; Rimbaud 72-73.** \_\_\_\_\_ ;

Friday, September 25

**Gadelii 133-149; Rimbaud 74-75; DEVOIR 2.**

**6**

Monday, September 28

**Gadelii 151-163; Rimbaud 76-77;** \_\_\_\_\_ ;

Wednesday, September 30

**Gadelii 164-182; Rimbaud 78-83;** \_\_\_\_\_ ;

Friday, October 2

**Gadelii 209-226; \_\_\_\_\_ ; Rimbaud 84-91**

**7**

Monday, October 5

**Gadelii 226-236; \_\_\_\_\_ ; Rimbaud 91-99**

Wednesday, October 7

**Midterm Exam**

Friday, October 9

Gadelii 73-82; 92-99

**8**

Monday, October 12

Gadelii 82-97; \_\_\_\_\_ ;

Wednesday, October 14

**Hazaël-Massieux 23-44;** \_\_\_\_\_ ;

Friday, October 16

**Hazaël-Massieux 47-66;** \_\_\_\_\_ ;

**9**

Monday, October 19

Hazaël-Massieux 75-83, 100-101; \_\_\_\_\_ ;

Wednesday, October 21

Hazaël-Massieux 241-257; \_\_\_\_\_ ; **DEVOIR 3**

Friday, October 23

**HOME COMING (NO CLASS)**

**10**

Monday, October 26

Hazaël-Massieux 301-322 **Essay topic due;** \_\_\_\_\_

Wednesday, October 28

Hazaël-Massieux 352-372 \_\_\_\_\_

Friday, October 30

Hazaël-Massieux 391-401 \_\_\_\_\_

**11**

Monday, November 2 Hazaël-Massieux 185-200 ; \_\_\_\_\_;  
Wednesday, November 4 Hazaël-Massieux 200-219 \_\_\_\_\_; **DEVOIR 4**  
Friday, November 6 Hazaël-Massieux 403-414; \_\_\_\_\_

**12**

Monday, November 9 Hazaël-Massieux 415-423; \_\_\_\_\_;  
Wednesday, November 11 **HOLIDAY**  
Friday, November 13 Hazaël-Massieux 425-443; \_\_\_\_\_;

**13**

Monday, November 16 Hazaël-Massieux 443-451; \_\_\_\_\_;  
Wednesday, November 18 Hazaël-Massieux 453-463; \_\_\_\_\_;  
Friday, November 20 Hazaël-Massieux 289-292; \_\_\_\_\_;

**14**

Monday, November 23 Hazaël-Massieux 131-140; \_\_\_\_\_;  
Wednesday, November 25 Hazaël-Massieux 140-148; \_\_\_\_\_;  
Friday, November 27 **THANKSGIVING ~ NO CLASS**

**15**

Monday, November 30 Rimbaud celebration  
Wednesday, December 2 *Paper presentations* 1 \_\_\_\_\_, 2 \_\_\_\_\_,  
3 \_\_\_\_\_, 4 \_\_\_\_\_, 5. \_\_\_\_\_  
6. \_\_\_\_\_,  
Friday, December 4 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_  
10. \_\_\_\_\_ 11 \_\_\_\_\_, 12

**16**

Monday, December 7 13 \_\_\_\_\_, 14 \_\_\_\_\_, 15 \_\_\_\_\_,  
16 \_\_\_\_\_, 17 \_\_\_\_\_, 18 \_\_\_\_\_, 19

Wednesday, December 9 \_\_\_\_\_,  
**FINAL EXAM; Essay Due**